



The Montana RTI Pilot Project

Sponsored by

The State of Montana, Office of Public Instruction,
Linda McCulloch, Superintendent

In Collaboration with

Gardiner School, Gardiner
Jefferson Elementary, Glendive
Roosevelt Elementary, Great Falls
K. William Harvey Elementary, Ronan

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The University of Montana



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Welcome..... Getting to Know The State RTI TEAM



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Gardiner School Gardiner

Population: 851

- **Principal:**
 - Ken Ballagh
- **Educ. Coop Director**
 - Verne Beffert
- **PK-6**
- **109 Students**
- **12.4% F/R Lunch**
- **Not eligible Title I**

- **RTI Coaches**
 - Schalene Darr,
3rd grade teacher
 - Kristie Pierce
School Psychologist

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Jefferson Elementary Glendive

Population: 4,729

- **Principal**
 - Don Idso
- **Superintendent**
 - Jim Germann
- **K-4**
- **211 Students**
- **27.4% F/R Lunch**
- **Targeted Title 1**

- **RTI Sandy Gray Eagle, Lead
SPED Director & School
Psychologist**
- **RTI Coaches**
 - Tammy Milne, 4th gr teacher
 - Marcy Adams, SPED Teacher
- **RTI team members:**
 - Amy Ree, 1st gr teacher
 - Greg Hunt, Counselor
 - JoAnn Hunt, Title I Teacher

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K. William Harvey Elementary Ronan

Population: 1,812

- **Principal:**
 - Jim Gillhouse
- **PK-5**
- 379 Students
- 56.0% F/R Lunch
- School-wide Title 1
- **RTI Lead**
 - Joan Graham, SPED Director
- **RTI Coaches**
 - Erin Stephen, SPED teacher
 - Colleen Torgison, teacher
 - Sheila Hoback, teacher
 - Robyn Schock, Reading Specialist

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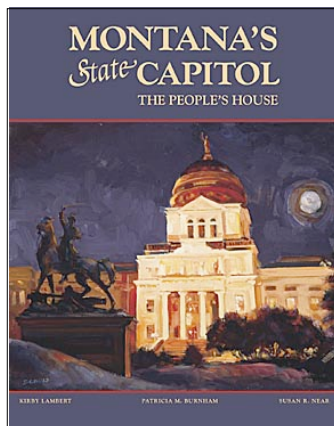
Roosevelt Elementary Great Falls

Population: 56,690

- **Principal**
- **Ruth Uecker**
- **SPED Director**
- **Deb Yerkes**
- **K-6**
- **349 Students**
- 46.4% F/R Lunch
- Schoolwide Title I
- **RTI Coaches**
 - Susan Rader, Intervention Specialist
 - Cheryl Gesvold, teacher
- **RTI Team Members**
 - Ryan Hart, teacher
 - Katy Nichols, School Psychologist
 - Shannon Guilfoyle, Intervention Specialist
 - Jackie Carlson, School Psychologist

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The State of Montana Office of Public Instruction

- **Linda McCullough**
– State Superintendent
- **Bob Runkel,**
– State Director Special Education
- **Susan Bailey-Anderson**
– Director, CSPD, MBI
- **Nikki Sandve**
– Coordinator - Project STRIDE

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The University of Montana Missoula

- **University Trainer/Consultants:**
- Margaret Beebe-Frankenberger, Ph.D.
– Director, School Psychology
- Greg Machek, Ph.D. NCSP
- Jason Nelson, Ph.D. NCSP
- Camille Barraclough
– Ph.D. Graduate Student Assistant



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and Monte.....Go Griz! OPI Montana Office of Public Instruction
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Montana RTI Project Philosophy

- **All educators for all children**
- RTI processes should be developed according to local autonomous decisions based on culture, resources, and needs.
 - There are BASIC and essential, non-negotiable components of the RTI process
 - There are many elements around those basic components that should be decided locally.
- RTI in Montana will be based upon the collective grassroots efforts of public schools

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3-Year Objectives of Project

- **Conduct 3 year RTI Implementation**
 - Evaluate outcomes, efficacy, and efficiency
 - Define administrative “leadership” roles in RTI
 - Develop non-negotiable RTI procedures
 - Identify unique procedures based upon local decisions, culture, and resources
 - Develop best practice guidelines
 - Develop state training plan
 - Develop state procedures and forms



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What You Said About Change

- **Some “barriers” to change, identified in the RTI Acceptability survey taken in November, 2005.....**
 - Time for training and implementation
 - Lack of training and true understanding of the changes this process will take to implement.
 - Lack of resources for the staff to use to implement changes.
 - Question the readiness of the staff for such extensive changes.
 - Unwillingness to alter existing schedules and time for instruction
 - getting teachers "sold" on the new process, having parents respond positively to having their child "identified"
 - Any time you implement change, it impacts people and creates the perception that they are going to be required to do more work with few or no additional resources.

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More.....

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What You Said About Change

- Uncertainty as to what to do handle change well.
- Change is always a difficult process
- Getting all staff onboard with RtI
- Re-alignment of staff that will or can provide interventions.
- Recognition of the need for the program
- Patience with the process.
- Our thinking of special education services as the last stop in the intervention process.
- getting parents to commit to their part of the process
- none specific, there just always seems to be barriers
- **Wise words.....and consistent with what we know to be the case about change**

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Systems Change

“For every complex problem, there is a simple solution... that doesn't work.”

(Mark Twain)

- Change....it takes
 - Leadership
 - Planning
 - Collaboration
 - Hard work...smart working
 - Courage
 - Time

And, even with planning, change is often messy.....

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Leadership is Essential

- Promotes commitment of staff to process
- Fosters collaboration among all educators
- Provides fiscal and time resources
 - Makes adjustments in daily schedules for instructional blocks
 - Provides substitutes for meetings
 - Earmarks funding for new materials
 - Curriculum, interventions, assessments
- Arranges for professional development
- Assesses procedural fidelity as part of professional evaluations
- Lead the way.....consistency

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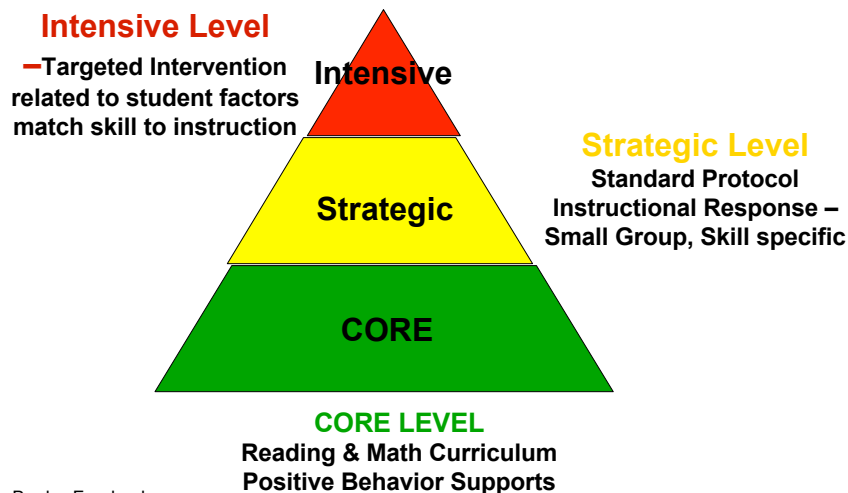
The Essential Components: 2 X 2 Foci in RTI Process

	Curriculum & Instruction	Ongoing Assessment
School Level	<ul style="list-style-type: none"> •Strong research based C&I in place •Uninterrupted instructional time block across school •Instructional groups based on performance levels 	<ul style="list-style-type: none"> •School wide screening 3 times yearly (F,W,S): •Evaluate C&I effectiveness •Identify "learning enabled" & "at risk" using data •Reorganize instructional groups based on data
Student Level	<ul style="list-style-type: none"> •Supplemental & Strategic C&I in place •Additional Instructional time set and flexible (dosage) 	<ul style="list-style-type: none"> •Progress monitoring measures in place and scheduled according to intensity of C&I •Assess intact & needed skills •Assess additional factors •Systematic review of data to inform intervention

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RTI Instructional Levels of Support



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Reading Programs in a Three-Tier Model K - 3

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Core Instruction	Supplemental Interventions	Intensive Interventions
<ul style="list-style-type: none"> •Open Court •Houghton Mifflin: Nations' Choice •Reading Mastery 	<ul style="list-style-type: none"> •Ladders to Literacy – PA •Road to the Code- PA •Phonemic Awareness in Young Children – PA •SIPPS – P •PALS – P •Lindamood-Bell – PA, P •Read Naturally – F •Quick Reads – F 	<ul style="list-style-type: none"> •Early Reading Intervention PA, P •Reading Mastery, PA, P, F, C •Read Well (K-1) PA, P, F, C, V •Waterford Levels – PA, P, F, C, V (1-2) •Lindamood-Bell- PA, P •Wilson – PA, P
<p>KEY: PA = Phonemic Awareness P = Phonics F = Fluency C = Comprehension V = Vocabulary</p>		

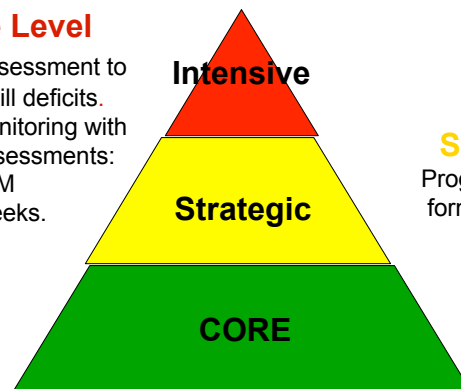
Source: Wayne Callender "Addressing the System: (2005)

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RTI Level Assessments: How Are We Doing?

Intensive Level

—Specific assessment to determine skill deficits.
Progress Monitoring with formative assessments:
DIBELS, CBM
Every 1-2 weeks.



Strategic Level

Progress Monitoring with formative assessments:
DIBELS, CBM
1 X per mth.

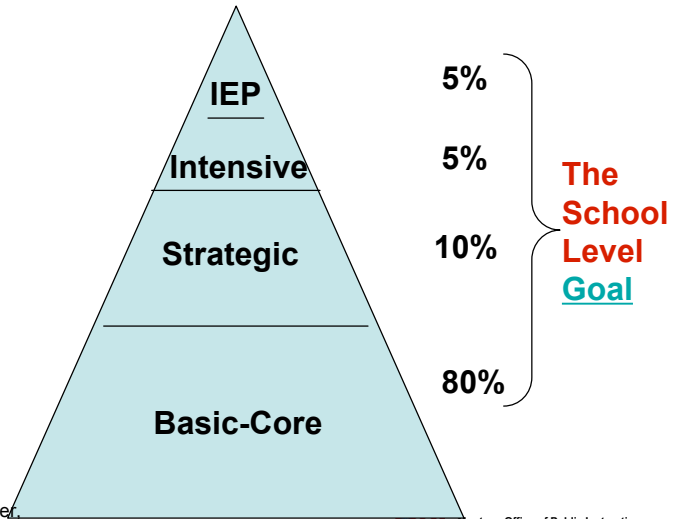
CORE LEVEL –

Schoolwide Screening for At-Risk: "Benchmark Assessment" – 3 X year

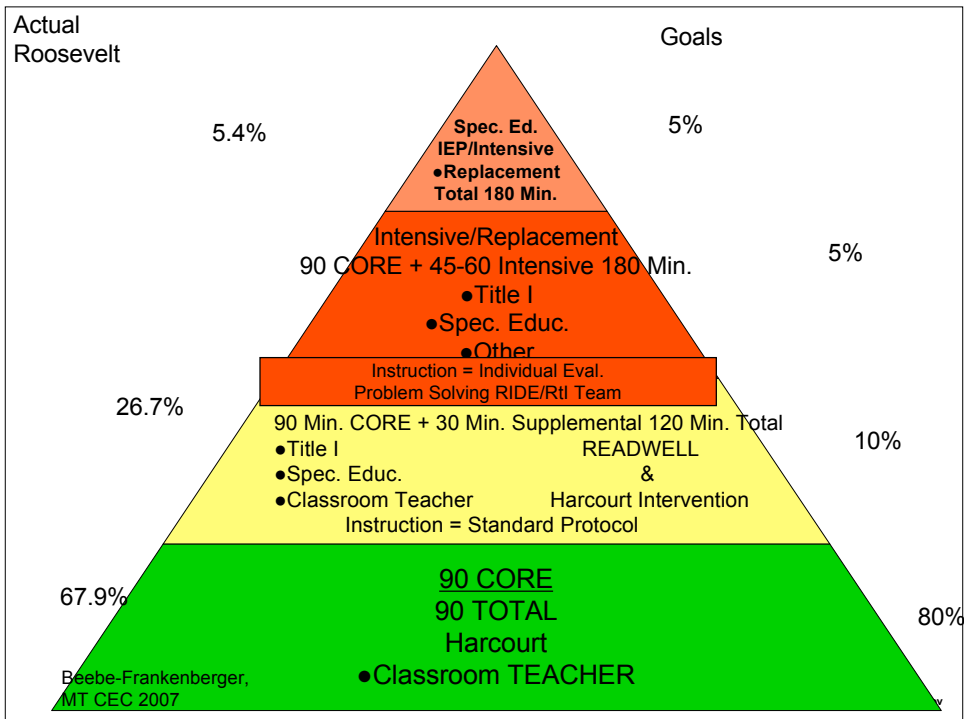
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The RTI Process: A System of Instructional Supports GUIDED by Assessment Data



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 Source: Wayne Callender, Addressing the System, 2005
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Implementation Plan & Training Method – Year 1

- “RTI Kick Off” Meeting with All School Teams and representatives, State officials & university trainers.
- Provide overviews of RTI process; identify site specific needs for essential components; systemization
 - 2 Conjoint trainings
 - 1 on site training/consultation
- RTI Process Overview and Systems Change
- Team Commitment – Mission Statement
- Problem Solving Overview and Practice; Team formation
- Develop Curriculum and Assessment [MAPS – Reading](#)
- Develop [Diagnostic Assessments](#) and Data Collection [timeline](#)
- RTI Team Work:
 - Identify [“Next Steps”](#) to be completed prior to next training
 - Identify areas for more professional development, additional information, supports, resources to purchase, community involvement

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Implementation Plan & Training Method – Year 2

- Roll-out RTI Reading and identify further instruction and assessment needs; focus on RTI Team(s) and problem solving; assess and problem solve local systemic issues and data; introduce RTI Math
 - 1 Conjoint training (end of year – teams report out)
 - 2 on-site training/consultations
- RTI Steering Team: review school data; focus on resources; [develop forms](#); [increase parent involvement](#)
- RTI PS Team(s): review strategic/intensive data; data-based decisions; develop team forms
- Treatment Integrity [measures](#)
- Develop Curriculum and Assessment MAPS – Math
- Overview of RTI Social/Behavioral

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Implementation Plan & Training Method – Year 3

- Roll-out RTI Math (if ready); identify further instruction and assessment needs; focus on RTI Team(s) and problem solving; assess and problem solve local systemic issues and data; introduce RTI Social/Behavioral
 - 1 Conjoint training (end of year – teams report out)
 - 2 on-site training/consultations
- RTI Steering Team: review school data; focus on resources; develop forms; measure and evaluate parent involvement
- RTI PS Team(s): review strategic/intensive data; data-based decisions; revise team forms
- Treatment Integrity measures - Math
- Revise Curriculum and Assessment MAPS – Reading & Math
- MBI Training for school-wide component of RTI Social/Behavioral
- Training for Tier 2 and Tier 3 Social/Behavioral Assessment and Interventions.

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Project Data Collection

- 3 surveys initially and each year:
 - RTI Acceptability
 - Collaboration Survey
 - PET Survey; Yr 2-3 Implementation Survey
- State level data
 - SPED Identification rates
 - State outcome data (ITBS, Montana CRTs)
- School level data – 3 years baseline, longitudinal for 3 additional years as schools implement RTI
 - DIBELS
 - CBM
 - ITBS
 - Montana CRTs
 - Attendance
 - SPED referrals and identification rates
 - Office referrals, suspensions & expulsions
- Qualitative data:
 - Interview administrators, teachers, RTI Teams, parents

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Where are “We” and What has been Accomplished?

- **Mid-Year 2 (March 2007)**
- All 4 schools have implemented 2X2 essential components
 - Core reading programs – 90 minute uninterrupted block
 - Strategic and Intensive reading interventions
 - Formative assessment tools
- RTI teams using problem solving at school and student level
 - EXITING students from intervention! (most are surprised how fast this happened)
 - Teachers feel supported – instructional groups and times are more focused, more learning happening!
 - High end students are being challenged!
- RTI teams are eager to begin social/behavioral and are apprehensive about RTI Math (lack of EB Math Core & Interventions)

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Local Decisions: Strong Leadership and Planning is Critical

- Curriculum and interventions
- Staffing (instruction, intervention, assessment)
- Types of specific assessments
- Differentiated classroom instruction vs. instructional grouping (walk-to-read)
- RTI Team composition and function(s)
- How data is reviewed
- Forms (e.g. procedural, parent notification)
- Parent involvement
- Community involvement

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Mission Statement



The mission of Jefferson Elementary School is to enhance the outcomes for reading for all students grades K-4. Implementation of the RTI process, data collection, and strategic problem solving will result in varying levels of intervention driven by the unique needs of individual students.

All educators are responsible for all children.

“Bridging the Gaps”



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